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invitation of the publishers as an anniversary memento of their fifty years of existence as a book company.

In the first seven pages of his monograph Professor Moore calls attention to the fact that we live in a period of change. Following this brief discussion is a cross-section view of education at the end of the Civil War, which in turn is followed by a discussion of some changes in education since the Civil War. Each of these three tasks has been well done. On first thought one might expect to encounter innumerable facts and figures, which is not the case at all. The author has succeeded in weaving his well-selected material into an attractive narrative which carries the reader right along from page to page. One not already familiar with our educational achievements during the past half-century is amazed at the wonderful changes that have taken place. While the limits under which the author worked prevented any detailed discussion of the changes, yet when the reader finishes the book he is thoroughly aware of the most important movements in American education since the Civil War.

GREGORY, JOHN MILTON. *The Seven Laws of Teaching*. New edition revised by W. C. Bagley and W. K. Layton. Chicago: Pilgrim Press, 1917. Pp. 129. \$0.75.

This little book of Dr. Gregory's was first published in 1884. It was then and still remains one of the clearest and simplest statements of the factors governing the art of teaching. The book contains eight chapters, an introductory one on the general subject of the laws of teaching and one on each of the following seven laws: "The Law of the Teacher," "The Law of the Learner," "The Law of the Language," "The Law of the Lesson," "The Law of the Teaching Process," "The Law of the Learning Process," and "The Law of Review and Application." Professors Bagley and Layton and the Pilgrim Press deserve the thanks of the teaching profession for bringing back to life a book which at one time was very successful as a handbook for Sunday-school teachers, and in its present form will no doubt achieve equal success among public-school teachers and supervisors.

MAXWELL, C. R. *The Observation of Teaching*. Chicago: Houghton Mifflin Co., 1917. Pp. 120. \$0.70.

MEREDITH, C. M. *The Educational Bearings of Modern Psychology*. Chicago: Houghton Mifflin Co., 1917. Pp. 143. \$0.70.

These two books are the latest addition to the "Riverside Educational Monograph" series. They deal with subjects of vital interest to the teaching profession. How to observe with the maximum benefit to the observer the teaching process in actual operation, and what modern psychology has to contribute to education in general, are problems yet in the process of solution.

In Maxwell's book such topics as the following are discussed: purpose and value of observation, the teacher, the pupils, the lesson procedure, the development, the drill, the review and the appreciation lessons, questioning, class management, and the physical features of the classroom. There is an attempt